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ABSTRACT

The instrument is designed for use as a self-assessment for districts to facilitate goal setting with regard to the provision of services to gifted and talented students. The items are based on research, common operational practices, and exemplary practices. Districts are asked to respond to items in terms of degree of importance and degree of implementation in their schools, with a discrepancy factor resulting. Items are then rank ordered and prioritized, and goals are established. The following aspects are analyzed: general practices, the arts for the talented, English/communication, foreign language, mathematics, reading, science, social studies, spelling, teacher education, parent education, and teacher selection. It is noted that the instrument is not intended for program evaluation, but rather for use in improving programs and practices. (CL)

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District Self Analysis Instrument

. . . Establishing Baseline Data For Gifted and Talented Programs and Practices . . .

1982

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EC160854

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This self analysis instrument is provided as an optional device to be used by district to establish a baseline for goal setting in regard to program and practice provisions for the gifted and talented students.

The items are based on (1) research in regard to the education of the gifted; (2) common operational practices recommended by leaders in providing for the gifted; and (3) exemplary practices and program attributes found in districts across the nation.

The Allegheny Intermediate Unit GATE Staff members are available to (1) aid in goal setting and implementation of practices and programs designed to improve the probability of reaching those goals; and/or (2) providing the background and in-service needed or required by the district personnel involved.

NOTE: This is not to be considered an evaluation of existing programs. It is to be used as a tool to improve programs and practices for gifted students

DIRECTIONS FOR USING THE INSTRUMENT

1. If more than one group of people will be involved (teachers, administrators, counselors) color code the first sheet. This will allow group rating comparisons if so desired.

2. Complete the DEGREE of IMPORTANCE Column first, throughout; then the DEGREE OF IMPLEMENTATION Column.

INTERPRETATION

1. Decide upon a DISCREPANCY FACTOR between the Degree of Importance and the Degree of Implementation Factors. A factor of -2 or more is suggested.

(IMPORTANCE-IMPLEMENTATION = -2)

2. Rank order the items that have a significant number of Discrepancy Factor ratings.

3. Prioritize those items according to the directions your district wishes to pursue in providing for the gifted.

4. Set goals and outline the plan for working toward their accomplishment.

SCORING

1. For scoring purposes, one would be considered high and five would be considered low.

To what degree do you feel the item is important?	GENERAL PRACTICES	To what degree do you feel the item is being implemented in this district?
1 2 3 4 5	The district does have a board statement about the education of the gifted.	1 2 3 4 5
1 2 3 4 5	There is a written district philosophy accepted, adopted or approved by the school board.	1 2 3 4 5
1 2 3 4 5	There is a written philosophy and general objectives for the gifted program.	1 2 3 4 5
1 2 3 4 5	The district has a formal or structured gifted student evaluation plan.	1 2 3 4 5
1 2 3 4 5	The district has a formal or structured plan for evaluating the gifted program.	1 2 3 4 5
	There is a positive attitude toward providing differentiated programming for the gifted on the part of the:	
1 2 3 4 5	Board	1 2 3 4 5
1 2 3 4 5	Central Administrators	1 2 3 4 5
1 2 3 4 5	Building Administrators	1 2 3 4 5
1 2 3 4 5	Teachers	1 2 3 4 5
	The following areas have monies budgeted specifically for gifted programming:	
1 2 3 4 5	0213 Curriculum Development/0221 Texts/0222 Workbooks, kits/0223 Library/0224/5 AV Materials/0229 Professional Library/0231 In-Service/ 0643 Equipment replacement/0650 Equipment Repair/1243 Equipment.	1 2 3 4 5
1 2 3 4 5	Multiple criteria are used to identify the gifted/talented.	1 2 3 4 5
1 2 3 4 5	Identification begins in kindergarten (or first grade if no kindergarten exists).	1 2 3 4 5
1 2 3 4 5	Early admission for gifted students is an accepted practice when social, physical and emotional maturity are found to be adequate.	1 2 3 4 5
1 2 3 4 5	Gifted students are assigned on a cluster basis rather than being divided among the grade sections or classes.	1 2 3 4 5
	The school makes it possible for a student to attend another school if the courses	
1 2 3 4 5	needed (advanced) OR	1 2 3 4 5
1 2 3 4 5	desired (example: different foreign languages) are not offered in the home school.	1 2 3 4 5

GENERAL PRACTICES

IMPORTANCE		IMPLEMENTATION
1 2 3 4 5	No basic text in the areas of science, social studies, health is more than seven (7) years old.	1 2 3 4 5
1 2 3 4 5	Students are given opportunities to engage in academic events (games, contests, congresses, etc.)	1 2 3 4 5
1 2 3 4 5	Students are permitted to engage in field experiences on an individual basis (shadow studies, mentorships, apprenticeships, internships).	1 2 3 4 5
	There are opportunities for independent study	
1 2 3 4 5	in all areas	1 2 3 4 5
1 2 3 4 5	in all grades.	1 2 3 4 5
1 2 3 4 5	All gifted students are given the opportunity to develop computer literacy beginning in the elementary grades.	1 2 3 4 5
1 2 3 4 5	Opportunities are provided to test-out of a course.	1 2 3 4 5
1 2 3 4 5	Gifted students are given opportunities to interact with each other on a planned basis either periodically or on a regularly scheduled basis.	1 2 3 4 5
1 2 3 4 5	Students are surveyed on a regular periodic basis in regard to new interests in regard to study, research or abilities they wish to develop.	1 2 3 4 5
1 2 3 4 5	Surveys are taken annually to determine how and to what degree each teacher to whom the gifted are assigned is providing for them.	1 2 3 4 5
1 2 3 4 5	There is a continuous articulated program for the gifted, K-12.	1 2 3 4 5
1 2 3 4 5	Credit may be gained by life experience that is related to the course work involved.	1 2 3 4 5
	The following are integrated into all areas in which gifted students are enrolled that involve practice in developing:	
1 2 3 4 5	Self-Evaluation skills	1 2 3 4 5
1 2 3 4 5	Leadership skills	1 2 3 4 5
1 2 3 4 5	Creativity	1 2 3 4 5
1 2 3 4 5	Higher level thinking skills	1 2 3 4 5
1 2 3 4 5	Communication skills	1 2 3 4 5
1 2 3 4 5	Problem solving skills	1 2 3 4 5
1 2 3 4 5	Decision making skills	1 2 3 4 5
1 2 3 4 5	Small group dynamics	1 2 3 4 5
1 2 3 4 5	Promoting self-esteem	1 2 3 4 5

GENERAL PRACTICES

IMPORTANCE		IMPLEMENTATION
1 2 3 4 5	There are alternative ways available by which a student may complete the requirements for any given course.	1 2 3 4 5
1 2 3 4 5	The time a student needs to complete a subject is flexible. The student is not "locked in" in spending a semester or year in any given subject.	1 2 3 4 5
1 2 3 4 5	Representatives from the community, businesses and industries, and other educational agencies are involved in planning the total opportunity possibilities for the gifted.	1 2 3 4 5
1 2 3 4 5	Students are given credit for educational experiences outside of school if the results meet criteria and procedures of the district. (This would include private lessons, private schools, evening schools, summer schools, correspondence schools.)	1 2 3 4 5
1 2 3 4 5	Grading practices guidelines are written to cover situations in which the gifted are not working in regular classwork. (Ex.: Special Ed., Independent Study, etc.)	1 2 3 4 5
1 2 3 4 5	During teacher negotiations, attention is given to the practices used in providing for the gifted that may call for provisions in the contract. (Example, teacher and student assignment and scheduling, field experiences, independent study and grading, class size).	1 2 3 4 5
1 2 3 4 5	A follow-up of the progress of graduates who are gifted is a regular process.	1 2 3 4 5
1 2 3 4 5	There are special resources used in advanced, honors or AP seminars in which gifted students are enrolled.	1 2 3 4 5
1 2 3 4 5	Adjustments are made in the district testing program as needed in evaluating gifted student placement and progress.	1 2 3 4 5
1 2 3 4 5	The community is considered an extension of the school in which the education of the student can take place, also.	1 2 3 4 5
1 2 3 4 5	Monies and/or time are budgeted in order to enable teachers to plan programs or write curriculum for the gifted.	1 2 3 4 5
1 2 3 4 5	The professional library includes a section dealing with the education of the gifted.	1 2 3 4 5
1 2 3 4 5	There is a well-defined program for counseling the gifted at all levels.	1 2 3 4 5

GENERAL PRACTICES

IMPORTANCE		IMPLEMENTATION
1 2 3 4 5	Library originated orders systematically include higher level resources that go beyond the regular curriculum based on departmental input.	1 2 3 4 5
	The following support personnel are there for the gifted program:	
1 2 3 4 5	full or part-time coordinator	1 2 3 4 5
1 2 3 4 5	district psychologist	1 2 3 4 5
1 2 3 4 5	elementary, middle school, junior high, high school guidance.	1 2 3 4 5
1 2 3 4 5	Teachers of the gifted are provided at least one of the following; (a) additional planning time; (b) an extended contract; (c) smaller class sizes; (d) fewer class assignments.	1 2 3 4 5
1 2 3 4 5	An orientation program is held for newly identified gifted students.	1 2 3 4 5
1 2 3 4 5	There is a planned instructional program in computer literacy beginning in the elementary schools.	1 2 3 4 5
	The services of the Intermediate Unit GATE Staff are used in the following areas:	
1 2 3 4 5	Special education programming	1 2 3 4 5
1 2 3 4 5	Modifying the existing courses for the gifted	1 2 3 4 5
1 2 3 4 5	Planning honors, AP and advanced courses	1 2 3 4 5
1 2 3 4 5	In-service and orientation for teachers, parents, administrators, counselors and students.	1 2 3 4 5
1 2 3 4 5	The educational opportunities available in the community-at-large are used as an integral part of the educational program. (Ex. other educational agencies, business-industry, civic associations, cultural activities and sites, etc.)	1 2 3 4 5

THE ARTS FOR THE TALENTED

IMPORTANCE		IMPLEMENTATION
1 2 3 4 5	There is a written district procedure for the formal identification of students who are talented according to the PDE definition.	1 2 3 4 5
1 2 3 4 5	There are additional instructional or enrichment opportunities beyong the regularly assigned classes for students with outstanding talents, K-12.	1 2 3 4 5
1 2 3 4 5	There are alternative ways provided by the school so that outstandingly talented secondary students who have a full academic schedule can also have arts opportunities in their area(s) of talent.	1 2 3 4 5
1 2 3 4 5	There are provisions for an arts emphasis program leading to graduation for those outstandingly talented students who intend to go on to arts related institutions.	1 2 3 4 5
1 2 3 4 5	There are opportunities for outstandingly talented students, K-12, to engage in mentorships, apprenticeships, etc.	1 2 3 4 5
1 2 3 4 5	School practices provide for outstandingly talented students to attend private lessons or enroll in other educational agencies for art education on school time.	1 2 3 4 5
	School arts programs provide for opportunities for those students who are talented in the areas of:	
1 2 3 4 5	Music, instrumental	1 2 3 4 5
1 2 3 4 5	Music, vocal	1 2 3 4 5
1 2 3 4 5	Drama (more than junior and senior class plays)	1 2 3 4 5
1 2 3 4 5	Photography	1 2 3 4 5
1 2 3 4 5	Creative writing (both prose and poetry)	1 2 3 4 5
1 2 3 4 5	Dance	1 2 3 4 5

ENGLISH/COMMUNICATION

IMPORTANCE		IMPLEMENTATION
1 2 3 4 5	Grammar and mechanics instruction is diagnostic rather than developmentally based.	1 2 3 4 5
1 2 3 4 5	There is a K-12 planned program in written composition.	1 2 3 4 5
1 2 3 4 5	There is a K-12 planned program in oral composition.	1 2 3 4 5
1 2 3 4 5	Students who show advanced skill in writing or speaking are given special instructional opportunities.	1 2 3 4 5
1 2 3 4 5	There are AP, advanced or special opportunities for gifted students in the communication/English areas.	1 2 3 4 5
1 2 3 4 5	There is an open enrollment practice in the secondary schools for any student for whom capability for success is evidenced; that is accompanied by an intense interest; and whose maturity level is deemed appropriate.	1 2 3 4 5
1 2 3 4 5	Elementary students who show outstanding ability in the speech or writing arts in or out of school are provided special opportunities to work with specialists, (Example: Certified secondary people).	1 2 3 4 5

(See Literature items in Reading Section.)

FOREIGN LANGUAGE

IMPORTANCE		IMPLEMENTATION
1 2 3 4 5	There are opportunities for students to take two languages simultaneously.	1 2 3 4 5
1 2 3 4 5	There are fourth/fifth year levels of foreign languages offered.	1 2 3 4 5
1 2 3 4 5	If a valid reason is offered to learn a language not offered by the district, alternatives are sought to provide that language instruction for the student.	1 2 3 4 5
	Foreign language opportunities are provided to gifted students who are interested beginning in the:	
1 2 3 4 5	elementary grades	1 2 3 4 5
1 2 3 4 5	middle school or junior high grades	1 2 3 4 5
1 2 3 4 5	Once started, there is a continuum of foreign language instruction.	1 2 3 4 5
1 2 3 4 5	The teacher's proficiency has been validated by the department chairperson so that instruction is appropriate and accurate.	1 2 3 4 5
1 2 3 4 5	Students who receive at least three periods of instruction per week in the elementary or junior high/middle school years receive credit if approrpriate levels are reached.	1 2 3 4 5
1 2 3 4 5	Credit is awarded to students who are enrolled in private lessons or in other educational institutions (Hebrew, Greek Schools, for example) based on criteria established by the school district.	1 2 3 4 5
1 2 3 4 5	Bilingual students are awarded credit toward graduation when criteria established by the district are met.	1 2 3 4 5
1 2 3 4 5	There are enrollment opportunities for students with intense interests and facility in learning a foreign language even if not in the grade when formal instruction is offered.	1 2 3 4 5

MATHEMATICS

IMPORTANCE		IMPLEMENTATION
1 2 3 4 5	There is a procedure for identifying students who have mathematics abilities and knowledges upon their initial entry into school.	1 2 3 4 5
1 2 3 4 5	Special math instruction is provided for those students in order to foster and further that ability.	1 2 3 4 5
1 2 3 4 5	Placement in the district math program is based on a combination of formal and informal achievement and diagnostic evaluations.	1 2 3 4 5
1 2 3 4 5	Progress in the district math program is based on a diagnostic and prescriptive practice.	1 2 3 4 5
1 2 3 4 5	Students are entered into algebra as soon as there is evidence to suggest that placement is appropriate. (See tests - Orleans-Hanna and Lueck).	1 2 3 4 5
1 2 3 4 5	There are fifth year or AP courses in math.	1 2 3 4 5
1 2 3 4 5	School district practice allows and encourages enrollment in colleges and university courses for highly math gifted students.	1 2 3 4 5
1 2 3 4 5	The school district encourages seventh grade students who score in excess of 500 on the SAT math test to enroll in John Hopkins-type courses. The school district accepts the results of that course work and makes the appropriate adjustment in placement.	1 2 3 4 5
1 2 3 4 5	The student can take two courses simultaneously.	1 2 3 4 5
1 2 3 4 5	Elementary students who evidence an outstanding ability in math in or out of school are provided instructional support with math majors, or experts in the community.	1 2 3 4 5
1 2 3 4 5	When there is evidence that a student's math ability exceeds his/her chronological placement, appropriate placement is made based on that evidence either by bringing the instruction to the student or sending the student to the instruction.	1 2 3 4 5

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READING

IMPORTANCE						IMPLEMENTATION				
1	2	3	4	5	There is a district procedure for identifying students who are already reading when they initially enter school.	1	2	3	4	5
1	2	3	4	5	Special reading instruction is provided for those students in order to foster and further that ability.	1	2	3	4	5
1	2	3	4	5	Placement in the district reading program is based on a combination of formal and informal achievement and diagnostic evaluations.	1	2	3	4	5
1	2	3	4	5	Progress in the district reading program is based on diagnostic and prescriptive practices.	1	2	3	4	5
1	2	3	4	5	When there is evidence that a students' reading ability exceeds his/her chronological placement, appropriate placement is made in regard to reading level.	1	2	3	4	5
1	2	3	4	5	Students with proven ability to read at advanced levels are moved into full short stories or novels as soon as possible rather than the basal.	1	2	3	4	5
					AND/OR					
1	2	3	4	5	Students are instructed through non-fiction rather than fiction. (Research findings indicate this as more characteristic of the type of reading engaged in by the gifted.)	1	2	3	4	5
					Students in the middle or junior high schools:					
1	2	3	4	5	are dismissed from developmental reading programs based on evidence of advanced reading ability,	1	2	3	4	5
					AND/OR					
1	2	3	4	5	are provided a high level literature program.	1	2	3	4	5
1	2	3	4	5	There is a written literature program, K-12.	1	2	3	4	5
1	2	3	4	5	The Junior Great Books Program or an equivalent is used in the elementary schools.	1	2	3	4	5
1	2	3	4	5	The Great Books Program or an equivalent is used in the secondary schools.	1	2	3	4	5
1	2	3	4	5	Special instruction is provided in reading in the content fields.	1	2	3	4	5

IMPORTANCE						IMPLEMENTATION				
1	2	3	4	5	A planned program is carried out consistently, beginning in kindergarten or first grade.	1	2	3	4	5
1	2	3	4	5	There are opportunities for a student to bypass or substitute another study for the general curriculum in order to pursue self-initiated science study or experimentation that meets criteria established by the department or district and validated by the teacher involved and the department chairperson or principal.	1	2	3	4	5
1	2	3	4	5	There is open enrollment in the secondary schools for any student for whom capability for success is evidenced; that is accompanied by an intense interest; and whose maturity is deemed appropriate.	1	2	3	4	5
1	2	3	4	5	Students who demonstrate outstanding ability in science in or out of school have access to laboratories and equipment that are appropriate to their needs.	1	2	3	4	5
1	2	3	4	5	There are AP, advanced, or other extension provisions for students who are gifted in science.	1	2	3	4	5
1	2	3	4	5	Elementary students who show outstanding ability in science have instructional access to science majors or experts in the community.	1	2	3	4	5

SOCIAL STUDIES
(Work, Citizenship, Environment, Family Living)

IMPORTANCE		IMPLEMENTATION
1 2 3 4 5	There is a written and implemented program in the social studies beginning in kindergarten or first grade.	1 2 3 4 5
1 2 3 4 5	There is an opportunity for a student to bypass the general curriculum or be able to substitute a self-initiated social studies project or research when the study meets criteria established by the department or district as validated by the teacher, department chairperson and/or principal.	1 2 3 4 5
1 2 3 4 5	There is an open enrollment practice in the secondary schools for any student for whom capability for success is evidenced; that is accompanied by an intense interest; and the maturity level of the student is deemed appropriate.	1 2 3 4 5
1 2 3 4 5	There are AP courses, advanced courses or other special opportunities for students who are gifted in the social studies.	1 2 3 4 5
1 2 3 4 5	Development of concepts, generalizations and skills are basic objectives, rather than facts and activities being ends in themselves.	1 2 3 4 5
1 2 3 4 5	Instruction is based on themes, problems, issues and ideas rather than topics.	1 2 3 4 5
1 2 3 4 5	Elementary students who demonstrate outstanding ability in this area in or out of school activities have instructional support provided through social studies majors, or experts in the community.	1 2 3 4 5

SPELLING

IMPORTANCE		IMPLEMENTATION
1 2 3 4 5	Instruction and assignments are based on needs identified through pretesting.	1 2 3 4 5
1 2 3 4 5	There are district guidelines or criteria established for those teachers who wish to assign extra words to gifted students.	1 2 3 4 5
1 2 3 4 5	Students can be dismissed from the regular spelling program if pretests indicate they know the words in the district text in a unit, a grading period, etc., in order to spend time in independent study or special assignments.	1 2 3 4 5

TEACHER EDUCATION

IMPORTANCE		IMPLEMENTATION
	Teachers of the gifted have had in-service in the following areas:	
1 2 3 4 5	Characteristics/problems of the gifted	1 2 3 4 5
1 2 3 4 5	Major curriculum models that are serving as the bases for gifted education.	1 2 3 4 5
1 2 3 4 5	Personalizing programs for the gifted.	1 2 3 4 5
1 2 3 4 5	Providing for learning styles.	1 2 3 4 5
1 2 3 4 5	Thinking skills.	1 2 3 4 5
1 2 3 4 5	Questioning skills.	1 2 3 4 5
1 2 3 4 5	Values clarification.	1 2 3 4 5
1 2 3 4 5	The underachieving gifted.	1 2 3 4 5
1 2 3 4 5	Communication skills.	1 2 3 4 5
1 2 3 4 5	Student evaluation.	1 2 3 4 5
1 2 3 4 5	Time is provided for teachers of the gifted to attend conferences and/or visit other schools.	1 2 3 4 5

ADMINISTRATOR EDUCATION

(Include those under Teacher Education, also)

	Administrators have had in-service in the following areas:	
1 2 3 4 5	Program alternatives.	1 2 3 4 5
1 2 3 4 5	Practice alternatives.	1 2 3 4 5
1 2 3 4 5	Organizational alternatives.	1 2 3 4 5
1 2 3 4 5	Program evaluation.	1 2 3 4 5

COUNSELOR EDUCATION

	Counselors have had in-service in the following areas:	
1 2 3 4 5	Characteristics/problems of the gifted.	1 2 3 4 5
1 2 3 4 5	Counseling the gifted.	1 2 3 4 5

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PARENT EDUCATION

IMPORTANCE		IMPLEMENTATION
	Parents are provided orientations in the following areas:	
1 2 3 4 5	Characteristics/problems of the gifted.	1 2 3 4 5
1 2 3 4 5	Role of parents in educating the gifted child.	1 2 3 4 5
1 2 3 4 5	Learning styles.	1 2 3 4 5
1 2 3 4 5	Underachieving.	1 2 3 4 5
1 2 3 4 5	Alternatives in programs, practices and organizations.	1 2 3 4 5
1 2 3 4 5	Parents' role in the IEP development.	1 2 3 4 5
1 2 3 4 5	Parents' role and students' rights and responsibilities.	1 2 3 4 5
1 2 3 4 5	Parents are provided checklists, background papers or other written information to aid in their role in planning programs for their child.	1 2 3 4 5
1 2 3 4 5	An overview of the basic program with options available is provided to parents, indicating how the programs can be personalized for their child(ren).	1 2 3 4 5

TEACHER SELECTION

IMPORTANCE		IMPLEMENTATION
1 2 3 4 5	All teachers to whom the gifted are assigned have indicated that they want to work with the gifted.	1 2 3 4 5
	All teachers to whom the gifted are assigned have shown commitment to the education of the gifted through one or more of the following ways:	
1 2 3 4 5	extensive self study enrollment in workshops and/or courses attendance at conferences	1 2 3 4 5
1 2 3 4 5	There is a district position description for a teacher of the gifted.	1 2 3 4 5
1 2 3 4 5	There are written district criteria established to determine to whom gifted students will be assigned. This includes the personal and professional characteristics desired.	1 2 3 4 5
1 2 3 4 5	The program specialist certificate is secured for teachers who are assigned to teach the gifted more than half time.	1 2 3 4 5